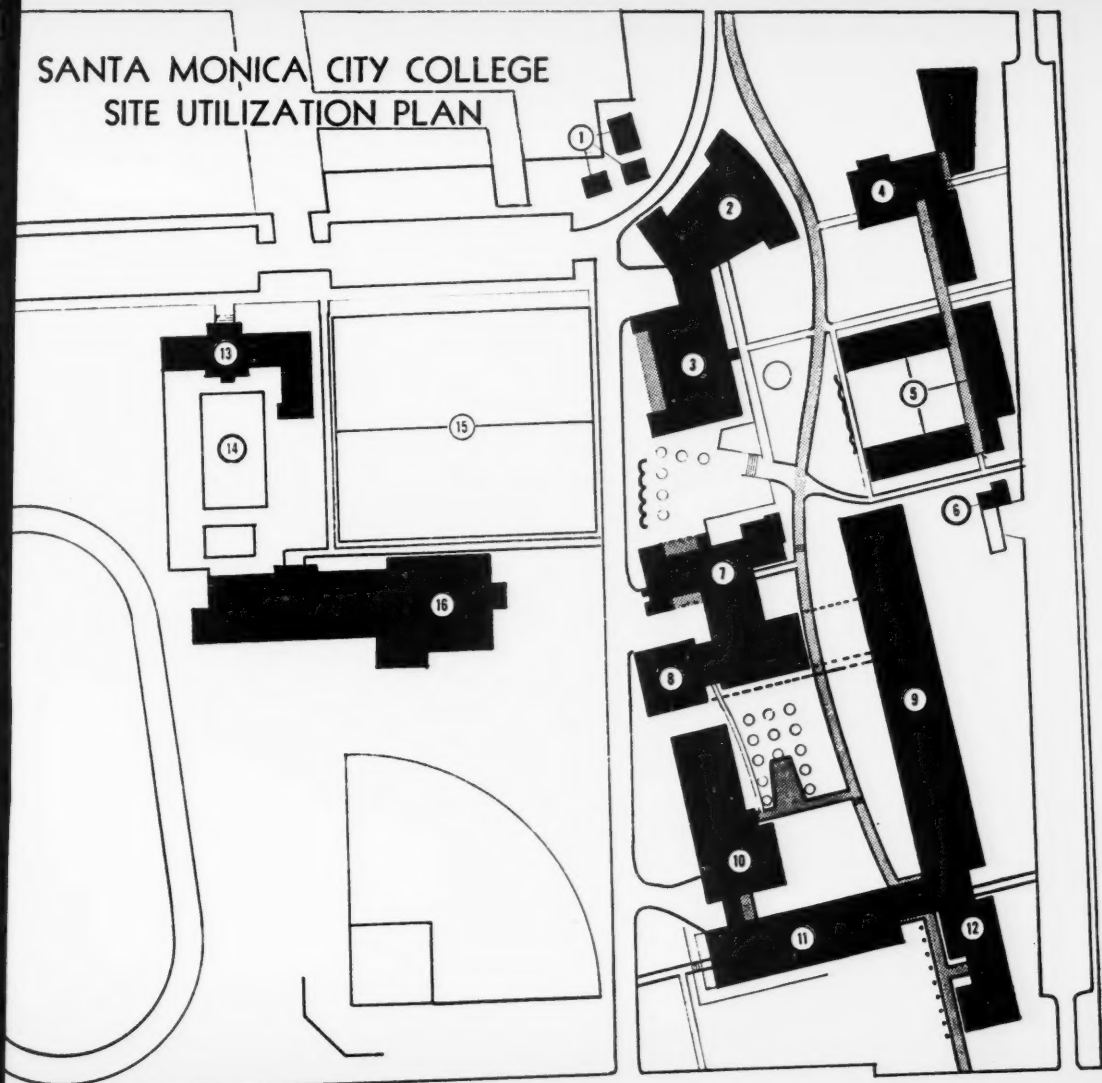


CALIFORNIA SCHOOLS

SANTA MONICA CITY COLLEGE
SITE UTILIZATION PLAN



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THE COVER ILLUSTRATION of the site plan of Santa Monica City College is an example of great ingenuity in utilization of a limited area (35 acres) for an enrollment of 2,500 junior college students whose normal land requirement is 150 acres. Smith, Powell & Morgridge of Los Angeles were the architects. M. Morgan Evan, Superintendent of the Santa Monica City Unified School District, and Wade F. Thomas, Jr., President of the College, participated in the planning.

PHYSICAL EDUCATION FOR INDIVIDUAL NEEDS, INCLUDING THOSE OF THE PHYSICALLY HANDICAPPED

GENEVIE DEXTER, *Consultant in Physical Education*

School districts in which excess expense is incurred for maintenance of special classes in physical education for physically handicapped minors are entitled to receive reimbursement of this expense from the State School Fund. Sections 194-194.4 of Title 5, California Administrative Code, adopted by the Superintendent of Public Instruction under authority of Education Code Section 9613, require that after July 1, 1955, such special classes meet certain standards before reimbursement of the excess expense can be made. The new regulations are the outcome of a series of conferences in which the participants represented all the agencies concerned with the administration of education of the physically handicapped.

STATE-WIDE MEETINGS ON STANDARDS

Two state-wide meetings were held in 1954 for discussion of the problems facing school districts in designing physical education programs that attempt to meet the needs of all pupils, including the physically handicapped. The first of these meetings was held in conjunction with the annual conference of the California Association for Health, Physical Education, and Recreation, at San Jose in April. The second was a meeting in June of representatives of the divisions of Instruction and Public School Administration of the State Department of Education with representatives of school districts that had been receiving reimbursement from state funds for the excess cost of educating physically handicapped minors in special physical education classes, representatives of other districts interested in establishing such classes, and other interested persons.

Emphasis was placed at these meetings upon the importance of qualified teachers and adequate facilities for maintenance of a diversified and well-balanced program of physical education to meet the needs of all types of pupils—those requiring limited or corrective activity as well as the average pupils and the physically gifted. It was generally agreed, however, that none of the costs of maintaining an adequate program for the so-called average pupils, including those who have minor physical or organic defects and those who need to develop balanced posture or co-ordination in body movement, should not be claimed by school districts as excess expense of educating the physically handicapped. At the same time it was understood that the excess expense of operating

the relatively costly programs for pupils who have severe physical handicaps would be met by reimbursement from state funds.

Major suggestions made at these state-wide meetings for standards to be established for physical education classes for the severely handicapped were considered and in most cases were incorporated in the subsequently adopted regulations, which are quoted here in full.

CALIFORNIA ADMINISTRATION CODE, Title 5, Education

Chapter I. Department of Education

Subchapter 1. Government of the Public Schools

Article 20.1. Special Physical Education Classes for
Physically Handicapped Minors

194. Special Physical Education Classes for Physically Handicapped Minors Defined. A Special physical education class for physically handicapped minors, the expense of which may be reported as excess current expense of education, pursuant to Education Code Section 7101.1, is a remedial type of class composed of eligible pupils enrolled in a regular school program, but who have physical handicaps so severe as to prevent normal participation in regular physical education classes or physical education classes designed to meet the needs of pupils with minor physical defects, and to necessitate their assignment for not less than eight school weeks to such classes. Such classes shall be taught by teachers qualified to give special instruction in physical education.

194.1. Eligibility of Pupils. A pupil may be assigned to a special physical education class as defined in this article if, upon diagnosis by a licensed physician, he is found to have one or more of the following conditions:

(a) Serious impairment of his locomotion by crippling due to infection, including but not limited to bone and joint tuberculosis, poliomyelitis, and the like; or to birth injury, including but not limited to Erb's palsy, bone fractures, and the like; or to congenital anomalies, including but not limited to congenital amputation, clubfoot, congenital dislocations, spinal bifida, and the like; or to trauma, including but not limited to amputations, burns, and fractures, and the like; or to tumors, including but not limited to bone tumors, bone cysts, and the like; or to developmental diseases, including but not limited to coxa plana, spinal osteochondritis, and the like; or to other crippling conditions, including but not limited to fragile bones, muscular atrophy, muscular dystrophy, Perthes' disease, and the like; or

(b) Severe sensory impairments; or

(c) Severe cardio vascular, respiratory, or glandular conditions; or

(d) Severe postural difficulties or other disabling conditions; or

(e) Other severe disabling physical conditions.

194.2. Admission. Eligible pupils shall be assigned to or removed from a physical education class for physically handicapped minors by the chief executive officer of the school district or other district employee designated by him or by the county superintendent of schools or a member of his staff designated by him upon the recommendation of an admissions committee composed of:

(a) The school physician, if there is one,

(b) The physical education teacher,

(c) The nurse or health co-ordinator, if either exists,

(d) The special education teacher, or counselor or guidance representative, if either exists,

(e) Any other certificated employee designated by said chief executive officer or county superintendent.

194.3. Size of Classes. The maximum enrollment for any special physical education class for physically handicapped minors shall be 20 pupils. This limitation may be exceeded only upon written approval of the Superintendent of Public Instruction.

194.4. Excess Expense. Definitions. (a) "Excess current expense of education" for special physical education classes for physically handicapped minors is the total expense incurred in instruction, auxiliary services, and operation and maintenance of the school plant necessary to the conducting of the classes defined in this article.

(b) "Expense of instruction" for the purposes of this section includes only:

(1) Salaries of teachers employed to teach physically handicapped pupils in special physical education classes if such teachers are in addition to the number of teachers of physical education which the district normally employs under the teacher-pupil ratio for its regular physical education programs, including physical education classes designed to meet the needs of pupils with minor physical defects.

(2) That portion of the salaries of supervisors or co-ordinators attributable solely to co-ordination and in-service education of teachers of the classes defined in this article.

(3) The cost of reasonable and necessary teacher travel from school to school.

(4) The cost of instructional supplies which are peculiar to the classes defined in this article and those usually provided all pupils in physical education when provided in unusually large numbers or amounts to the physically handicapped in special physical education classes conducted pursuant to this article.

(c) "Expense of auxiliary services" for the purposes of this section includes nursing and medical services which are peculiar to the physical education program for physically handicapped pupils in such classes and medical and nursing services in excess of those necessary for regular physical education programs, including physical education classes designed to meet the needs of pupils with minor physical defects.

(d) "Expense for operation and maintenance" for the purposes of this section includes only those expenses incurred for operation and maintenance of special school plant facilities which would not be operated and maintained if the classes defined in this article had not been established.

APPLICATION OF THE REGULATIONS

Special physical education classes for physically handicapped minors that meet the standards set up by the new regulations will provide programs for only those pupils who are severely handicapped physically. Of all the pupils who need special help through physical education, the severely handicapped represent the smallest number. In many schools the special class for physically handicapped pupils will be of necessity co-educational and will enroll less than the maximum of 20 pupils specified in Title 5, Section 194.3. In large schools the number of severely handicapped will often justify the maintenance of more than one class. Such classes will, of course, be conducted in addition to those arranged for pupils with special interests or those with minor physical or organic defects.

State reimbursement for excess current expense for a special class in physical education for physically handicapped minors is based on the attendance of the year in which the expense was incurred, and the reimbursement is made in the following fiscal year. The superintendent of the school district may report¹ the excess expense incurred in instruction, auxiliary services, and operation and maintenance of the school plant which have been occasioned by the conducting of these special

¹ On Form J-22, Report of Excess Expense of Educating Exceptional Children, distributed by the Bureau of School Apportionments and Reports, State Department of Education.

classes and which would not have occurred if the special classes had not been maintained.

The regulations define in detail those pupils whose physical condition makes them eligible for these special classes. In order that the responsibility for assignment to and removal from the special class may not be borne by any one person, the regulations have set up the framework for an admissions committee, with membership flexible enough to fit into any pattern of administration or counseling. The committee may take the recommendation of either the family physician or the school physician in making assignments to or removals from special classes in physical education for physically handicapped minors.

SUGGESTIONS FOR DESIGNING PROGRAMS TO MEET PUPILS' NEEDS

Special classes in physical education for physically handicapped minors are only a part of the physical education program that is designed to meet the needs of pupils. Classes should also be provided within the physical education program for the socially maladjusted and those with minor handicaps. The physical education program in each school district should provide instruction for the development of efficient body movement and the overcoming of slight or moderate posture deviations. The physical education program in each district should provide for a variety of activities—vigorous and non-vigorous, running and non-running, active and sedentary. A physical education program completely adapted to pupils' needs will necessarily comprise, in addition to regular provisions for the so-called average participant, all the programs previously and currently described as "modified," "restricted," "corrective," "posture," "limited," "light activity," or by terms with similar connotations. The inclusive total program is often referred to as "adapted physical education."

Many schools will find it necessary to maintain separate, special classes in physical education for pupils who have handicapping conditions so severe that they cannot profit by the regular instruction or any modification of activities in the regular class period. The special classes should provide for individualized instruction by a teacher who has had specific preparation for this kind of physical education. These are the classes that must meet the standards established in the regulations on Special Physical Education Classes for Physically Handicapped Minors before the school district can expect reimbursement from state funds for the excess current expense involved in their maintenance.

In organizing physical education programs to meet the varying needs of pupils, careful consideration should be given to the policies and procedures adopted for instruction of the different age groups in elementary and secondary schools. The following suggestions may serve as guidelines in designing physical education programs for the school levels indicated.

Programs to Meet the Needs of Elementary School Pupils

1. Young children should be taught to use locomotor skills in a manner safe to themselves and those about them.
2. All physical education activities should be taught by methods based upon an analysis of the mechanics of body movement basic to the specific activity.
3. The program should include activities such as rhythms, stunts, games, and sports that are selected for their contribution to the development of co-ordinated, efficient body movement.
4. Classroom teachers must be able to obtain guidance and help from qualified medical and school health personnel in providing suitable physical activities for all pupils.
5. Classroom teachers must have supervisory assistance in planning special programs for boys and girls who need modified or limited activities because of either slight or severe physical handicaps.
6. Physical education and other activities should be designed to provide for the best growth and development for each child at his own present stage of development. Particular attention should be given to pupils in the seventh and eighth grades by the classroom teacher, the physical education teacher, and supervisors. This means provision for review of many previously learned activities, a balance of vigorous and non-vigorous games, relaxing activities, and, for some pupils, periods of complete rest.
7. Physical education classes for any pupils who are temporarily or permanently handicapped should (a) build up the morale of the individuals who are apt to feel that they are different from other children because of their handicaps; (b) return those on a limited program to the regular program of activities as soon as the handicaps are removed or the conditions improved; (c) give all such pupils a chance to acquire skill in some games and rhythms; (d) help pupils to develop attitudes toward their own health problems that will enable them so to organize and engineer their daily living as to conserve their strength and develop emotional stability; and (e) develop recreational habits that will be constructive, wholesome, and satisfying.

Programs to Meet the Needs of Adolescents in Secondary Schools

1. At least one unit, or preferably two, on the mechanics of body movement should be included within the regular physical education program for all students.
2. For students who need special help in removing postural imbalance, this help may be provided either by (a) separate classes, if the school is large enough to permit scheduling separate classes, or (b) special attention to the individual or group within the regular class in small schools.

3. Every unit in physical education should be based upon an analysis of the motor skills and basic movement patterns involved in the activity to which the unit relates.
4. The needs of students for limited physical education activity should be met by assigning them to selected activities in regular classes, by providing special programs for individuals or groups within the regular classes, or through separate, special classes.
5. Opportunity to rest and relax should be provided for those few whose condition requires inactivity or relaxation.
6. Policies should be established concerning absences from physical education classes and health services for students excused from attendance.
7. Separate classes should never create a feeling of isolation or peculiarity for any student, but should provide a friendly learning situation.

Small Secondary Schools. In small secondary schools it may be difficult to schedule in one period all students who need a limited or modified program or special help in correction of posture. In a very small high school this will be impossible. In such cases, regular class work must be so arranged that the various needs for posture correction and limited activity are met within the regular physical education period. In the units of instruction on recreational games, this will require the teaching of many non-running and sedentary, as well as running and vigorous, activities.

Adaptation of Activities, within the Regular Class, for Those Students Who Cannot Participate in the Complete Program. Several types of adaptation are possible within the organization of the regular physical education classes in secondary school. The following are suggestions for suitable procedures in special instruction of students who require it within the regular class.

1. The class may be grouped for roll call by squads, among which may be some squads in which similar posture defects are common. Different assignments may be given to each squad, on a weekly or biweekly basis, for exercise, relaxation, or special activity. The first part of every period should be set aside for this work for a designated time.
2. Individual exercises may be written on a card for each student requiring help. These exercises should be carefully analyzed and explained to each student and should be performed at school during the physical education period before organized group activity begins, or at home under the supervision of the parents. The teacher should assist each student with the exercises at least once weekly.
3. One squad may be made up of students whose physical activity must be greatly restricted.

- a. A squad may participate in a special activity or in games in an area adjacent to that assigned for other class activity. Examples of such assignments are (1) croquet near the hockey field; (2) table games near the dancing area; and (3) horseshoes near the softball diamond.
- b. A squad may participate in games that are similar to but less strenuous than those being played by the remainder of the class. Examples of such games are (1) golf basketball during instruction in basketball; (2) box hockey during instruction in hockey; and (3) deck tennis during instruction in badminton or volleyball.
4. Possibilities for special assignments for individual adaptation are numerous, such as (a) playing only goal guard position in hockey or speedball; (b) batting but not running bases in softball; (c) playing a short period of time in any game or sport because two or three persons substitute often for the same position without penalty; and (d) directing testing programs or scorekeeping.

SCOPE OF PROGRAMS THAT MEET INDIVIDUAL NEEDS

Physical education programs that are designed to meet individual needs must comprise the following as appropriate to either the elementary school or secondary school or both: (1) adequate health service and guidance service; (2) instruction in co-ordinated body movement and posture; (3) instruction in activities that are limited or increased in vigorousness; (4) planned programs for pupils temporarily excused from physical activity, and (5) instruction in activities chosen because of vocational interest or significance.

1. Need for Adequate Health Service

Definite working policies must be established to govern the relationship of the physical education program to the school health service. The health status of the pupils must be appraised before plans can be completed which will provide for maximum growth and development through the physical education program. Prevention of injury to pupils who are physically under par is possible only when their health and physical status is known. Health records that are carried over from the elementary school to the junior and senior high school provide pertinent health information for the school nurse, for the health co-ordinator, and for the individual teacher, and make possible soon after enrollment the setting up of programs that will help and not harm pupils.

A good cumulative record always includes the physical and health record of the pupil. The teacher should have access to and should use the health record in setting up the program for the individual pupil and should contribute pertinent information to the cumulative record

that in turn will assist in adjusting other phases of the pupil's school program.

The appraisal of the health status and the consequent adjustment for each pupil should be worked out in accordance with the policies and organization of the school health service. The school nurse has an important role in the interpretation of health status and in follow-up of physical examinations. The amount of follow-up work required of the classroom teacher or physical education teacher will depend upon the amount and type of service provided by the nurse, the physician, and the health co-ordinator. Follow-up is very important, and each school should establish definite procedures for the appraisal and follow-up of the health status of pupils.

2. Instruction in Co-ordinated Body Movement and Posture

A minimum of two units in the mechanics of body movement, as well as continuous emphasis on co-ordinated movement patterns, should be included in the program for every pupil. In addition, opportunity for posture correction should be provided for those who need a longer time for individual adjustment. Usually such opportunity should be provided in a separate course if at all possible in junior and senior high schools. Otherwise, teachers should provide additional help to pupils on an individual basis within the regular classes, with suitable adjustment of required activity.

In a separate posture course in a secondary school, the students should be given opportunity to remove postural imbalance through a program of activities to strengthen weak muscles, alternating with appropriate relaxation and rest. Exercises may be given individually or to small groups. Activities that aid posture improvement should be emphasized. For example, swimming is an activity that calls for bilateral body movement and thus improves postural balance; therefore, every effort should be made to include swimming in the program. Sports such as archery and pitch-and-put golf will strengthen weak muscles without overtaxing them. Activities which have a strong recreational interest should be selected when possible. If the activities in a posture class are properly selected and are at the same time interesting to adolescents, they should be beneficial and should result in improvement of co-ordination, increase of vitality, and acquisition of motor skills. For some pupils a program of partial rest combined with non-vigorous activity should be planned. A good balance between special exercise and rest, and between suitable games, sports, and rhythms, should be planned for boys and girls who need help in the mechanics of body movement, whether they are in the elementary or the secondary school.

3. *Limited and Modified Activity*

Physical education that provides the proper limited or modified activity for the convalescent, the heart "case," the post-operative "case," the undernourished, the over-weight, and the orthopedically handicapped should be set up on the same principle as that for improvement of muscle co-ordination. The procedure will vary in the percentage of time allowed for games and rhythmical activity and for special exercises and rest. Instruction in and participation in activities with different degrees of limitation should be provided. Many pupils need only moderate limitation, others extensive limitation, while some need sedentary activities and rest. Teamwork on the part of teachers, counselors, and nursing and medical personnel is essential for appraising the many special needs of boys and girls and for following up the appraisals with a physical education program that meets the existing conditions.

Team and dual sports may be adapted for pupils for whom activity should be moderately limited. The size of the playing space and the length of the playing time may be reduced to eliminate fatigue. Examples of such adaptations are the following:

1. Volleyball and volleyball-type games played on a small court with the net lower than the official height or as bounce volleyball on a regular-size court
2. Basketball and basketball-type games played with shortened quarter periods, on a half court or small court, or as a passing game only
3. Touch football, hockey, speedball, and similar field games played on a small field, with restricted areas for play, and with short playing periods
4. Softball played with shortened distances between bases, special ground rules, substitute runners after the batter reaches first base, or bases walked instead of run
5. Individual and dual sports played for a reduced period of time
6. Substitution of similar-type games for the official sports, such as paddle tennis for tennis, aerial tennis dart for badminton, hockey golf for golf, and duck pin bowling for alley bowling
7. Tournaments developed to involve the isolated skills fundamental to specific sports, such as goal shooting in basketball or hockey.

Rhythmical activities should be selected which require bilateral action and movement of the entire body and which promote appreciation of the musical and step patterns. The musical accompaniment for rhythmical activities can be selected for its relaxing effect upon tense muscles. Dancing in groups or with partners can provide the practice needed by some students to give them a sense of security in social situations.

Recreational games suitable for small groups playing in small places at school or at home are important for pupils whose activity must be restricted. Horseshoes, croquet, deck tennis, shuffleboard, table tennis,

duck pins, and lawn bowling are good examples of such games. Time for relaxation and rest should also be provided for such pupils. *Sitting and non-running games* are useful for such groups. Examples of such games are carrom, checkers, chess, card games, and other table games, both commercial and student-made. *Non-running games of interest to older children and adolescents* include darts, ring toss, table shuffleboard, shuttleloop, and golf putting.

4. *Pupils Temporarily Excused from Physical Activity*

If pupils are excused from physical activity for a few days because of recent illness or, in the case of girls, because of menstrual difficulties, and they do not need absolute rest or relaxation in a warm room, they should be given specific assignments that involve little physical activity and that can be done in street clothing. In this way pupils may have an opportunity to help others in the learning process and by so doing to keep up with their classes. If pupils take no part in class activity, either by observation or assistance, for even a short period of time, they miss all the instruction and may be out of step with their classmates when they return to active participation. Among the many assignments that are suitable as substitutes for active participation are the following:

1. Taking notes on class activity
2. Checking on card for particular skill of an individual player
3. Charting field position of a player in a field game
4. Keeping score for a game of one particular squad
5. Writing a diary on the activities of a particular pupil
6. Making up a dance with a basic rhythm or step pattern
7. Construction of percussion instruments
8. Selecting appropriate records for accompaniments

5. *Special Vocation Needs*

A program of physical education which is fully adapted to the needs of all pupils will take some account of their interest in the choice of a vocation and the need for exploration of various fields which may be open to them. Exploration of physical education as a vocation is made possible through participation of pupils in activities that are organized to provide many and varied opportunities for leadership.

Determination of the presence or absence of aptitudes for teaching or recreational leadership may be made through observation of pupils as they assume leadership roles. In the elementary school, pupils should have opportunity to develop skill in working with others through acting as squad leaders, as teacher's helpers in working with younger children, and as officials in intramural athletics or playday program. Secondary school students may explore physical education as a vocation by participating in activities that give opportunity for leadership, such as (1)

team sports, with emphasis on students' teaching simple games and officiating, and (2) recreational games that give students experience in leading activities suitable for all age groups as well as those for their own age.

Assignment as teachers' assistant in physical education classes is offered to seniors in some schools as a laboratory for leadership experience and also for vocational exploration. Under the constant guidance of the teacher, student assistants learn how to work with the squads and squad leaders, how to demonstrate and help teach skills, how to promote team work and develop team strategy, how to help individual boys or girls and particular groups with problems, how to organize physical education activities, and how to officiate. Courses in recreation leadership are offered as electives in physical education in many high schools. Time for discussion and laboratory experience is provided within such courses.

EVERY TEACHER'S RESPONSIBILITY FOR PUPILS IN CIVIL DEFENSE

Prepared for the Civil Defense Education Project of the California State Department of Education, by FERN FRITTER and AUDREY HANKS,¹ *Special Consultants*, under direction of FRANK B. LINDSAY, *Chief, Bureau of Secondary Education, Division of Instruction*

Winston Churchill, addressing the British Parliament shortly before his resignation as Prime Minister, stated regarding the effect upon international affairs of the grim threat of the superbomb,

It may well be that we shall, by a process of sublime irony, have reached a stage . . . where safety will be the sturdy child of terror, and survival the twin brother of annihilation.²

Certainly the threat of atomic war poses dangers of a character which humanity never before has faced. The next war, if it comes, will be against cities, where there are concentrated populations, industries, food storage warehouses, and centers of transportation and finance. The superbomb, however, will be equally deadly for wide regions of the countryside, as radioactive fallout would reach far beyond the limits of destruction from blast or heat. Mere evacuation from target areas cannot save people. The problem of shelter becomes urgent for urban and rural localities alike to solve. Survival has become a personal, family, and neighborhood responsibility that cannot be dismissed by leaving it up to the other fellow to take intelligent action.

School systems exist to insure the education of young people, but parents have a right to expect that schools will try to guard the health and security of pupils as diligently and conscientiously as they seek to promote their learning. Teachers are obligated to obtain and transmit information on measures for health and self-defense and to encourage the formation of habits of action that will enable their pupils to stay alive during emergency or disaster as well as to live fully and safely under normal conditions. This task implies no interruption of the school program, for hygiene, first aid, and training for citizenship are recognized as important subjects in the regular curriculum. Training in civil defense can be regarded as mutual insurance for members of a community against avoidable injury and loss in natural disasters such as earthquake, fire, flood, or tornado, as well as under atomic attack.

The Federal Civil Defense Administration and the California Office of Civil Defense want teachers to acquire a background of information on civil defense that will help them to guide pupils toward the knowl-

¹ Mrs. Fritter and Miss Hanks are teachers in fourth and sixth grades, respectively, in Woodland City Elementary School District.

² Quoted by William R. Frye, "Is Disarmament Finally in Sight?" *The Reporter*, June 30, 1955, p. 21.

edge and skills that may best help them to live in a world that is divided by hostile ideologies and armaments of devastating capability. Preparation is all-important. An attack will have to be met with resources already at hand; there will be no second opportunity to prepare for resistance. An adequate system of civil defense that will permit a people to come through attack undemoralized by panic and undiminished in industrial capability can be as much of a deterrent to aggression as a stockpile of planes or atomic bombs.

Following is a summary of some of the facts with which all teachers should be familiar.

1. An enemy can drop a bomb on any place in the United States. The dangers from atomic burst are of three kinds:
 - a. Blast injury, from the shock of explosion. Like the force of a tornado or hurricane, the shock wave of pressure can collapse walls and buildings or hurl debris and people great distances. The vacuum which follows the shock can cause rooms to burst from inside air pressure. Shattered windows add peril from wounds or maiming by flying fragments.
 - b. Burns, from the heat wave or thermal radiation. The flash heat travels in straight lines. Therefore, pupils should be kept out of line of doors and windows, with their faces turned away from the direction from which the flash could come. Light-colored clothing reflects rather than absorbs the heat; therefore, pupils dressed in dark, thin clothing should be helped first in case of burns.
 - c. Radiation injury, from the initial radiation released at the moment of bomb explosion and also from the residual radiation which is a persistent danger through fallout as wind currents carry radioactive particles long distances.
2. The simple atomic bomb would cause more damage to people and property from blast and heat than from radioactivity. The hydrogen bomb has a greater radius of destruction. On June 3, 1955, Atomic Energy Commissioner Willard F. Libby revealed that the megaton bomb, such as the one tested in the Pacific on March 1, 1954, not only packs the punch of millions of tons of TNT but showers an area of 100,000 square miles with radioactive substances which may persist in deadly intensity of radioactivity for weeks and months. In the words of Ralph E. Lapp, referring to Dr. Libby's speech,

The real significance of radioactive fallout is that even after having been evacuated from the blast area of the superbomb, millions of escapees will need shelter for a considerable period.¹

¹ *Life*, June 27, 1955.

3. In the event of attack there will not be enough nurses and doctors or other trained personnel to care for the injured. Teachers and pupils will have to depend upon themselves. The young people who survive will be those who know how to help themselves. Civil defense promotes good citizenship because it requires that a person learn to look after himself and others. How to give first aid and how to fight fire are things that every older pupil can and should learn.
4. There are two warning signals:
 - a. ALERT—a steady siren blast of three to five minutes duration. Civil defense forces will mobilize. In most target areas evacuation will immediately begin. Schools will take pupils to shelters unless they are to be evacuated.
 - b. TAKE COVER—a wailing tone or series of short blasts of three minutes duration, meaning that attack is imminent. Get pupils into shelter at once. Use whatever cover is at hand. Dive into a ditch by the roadside or lie flat in a gutter of the street.
5. After the Take Cover signal sounds, civil defense instructions and information will be given only by CONELRAD radio broadcast. (The name CONELRAD is coined from the first letters in the words "CONTROL of ELECTromagnetic RADIation.") CONELRAD frequencies are 640 and 1240 on the AM radio dial. The school or teacher should have a battery-operated radio receiver for emergency use, with 640 and 1240 marked plainly on the dial. When it is safe to leave the shelter, this information will be given over CONELRAD, or by other means such as telephone or messenger. There will be no general, public signal of "all clear" at any time, whether the attack occurs or not.
6. COVER AND SHELTER. "Cover" means protection from fallout radiation. "Shelter" means substantial protection to minimize the effects of blast and heat and also of fallout radiation.
 - a. Pupils of all ages can be taught at TAKE COVER signal to fall flat on the stomach, cover the back of the neck with one hand, and bury the forehead in the crook of the other arm.
 - b. Persons indoors should lie down along an inside wall or duck under table, desk, or bed—*out of direct line of windows and flying glass*.
 - c. A basement corner is the safest place to take cover; underneath a workbench in the basement is even safer as it gives protection from falling timbers.
 - d. Radioactivity on the first floor of a frame building will be cut to half of the amount of radioactivity outdoors. In the basement it will be cut to one-tenth of that outdoors.

- e. An underground room with three feet of earth above it gives real shelter from radiation. The air vents should have filters of charcoal or fine gauze to stop the inflow of radioactive dust.
7. First aid will be needed for cuts, burns, and shock. A teacher will be on his own; if injured pupils are to be saved, the teacher or uninjured pupils must do it. Every teacher should master the Red Cross First Aid course, and pupils of junior high school age should have the junior course. This is the most important measure that a school can take for civil defense. First aid should not be put aside in favor of other class work. At frequent intervals first aid practices should be rehearsed.¹ If the teacher knows the right thing to do in emergency, pupils can follow directions and not do the wrong things that cost lives. In case of disaster, the teacher must keep his head, act fast and surely.
8. A school or class should expect to be isolated for several days in its shelter after attack. It is unrealistic to expect that sufficient warning can be given to enable a school to send pupils to their homes. It is unlikely in any event, once ALERT has sounded, that young people could cross evacuation traffic lanes to get to their homes. Even if no formal evacuation has been planned, undoubtedly panic will set many people in flight; this would make streets and roads extra hazardous. Protection of pupils demands that proper shelter be constructed on the school grounds, with provision for food, water, and sanitation, as well as space to live in for two to seven days.
9. A teacher should be familiar with the classroom shelter. It should be inspected regularly to see that it is equipped with first aid kit, covered water containers, buckets for wastes and sand, shovel and axe, battery-powered radio, flashlight, and blankets.
 - a. The water containers should be kept filled, and be refilled at frequent intervals; this water supply may have to last the pupils several days. At least one gallon of water will be needed per person every three days.
 - b. The first aid kit for the shelter should be kept there. Civil defense officials can advise what it should contain. Do not plan to assemble radio, flashlight, and first aid kit to be taken to the shelter after the warning signal sounds; these should be stored there and checked at intervals to make sure they remain in usable condition.
 - c. A bucket kept filled with sand in the shelter may someday save a pupil from being burned alive. Taking this precaution is no idle, useless gesture.

¹ For outline of basic information on first aid, fire prevention, preparation and use of home shelter, and related topics, see "Every Pupil's Responsibility for Personal and Family Survival," *California Schools*, XXVI (October, 1955), (in press).

- d. Since gas masks have not been issued to the general public, it is suggested that a facial mask dipped in solution of baking soda and water may give some slight protection in event of gas attack. Use four teaspoonfuls of baking soda to each quart of water.¹
10. The teacher should carry the class roll with him to the shelter. The pupils in the shelter should be checked at once by the roll. In case of evacuation, the teacher should check off the names of pupils as they board busses or cars, and immediately recheck them by the roll on arrival at a reception center. A teacher's contribution to civil defense is being prepared to look after his pupils, to care for the injured, to reassure the frightened, to build morale among the group in the shelter or reception center. He must expect to act for absent parents, to ration water and food to pupils, and to keep informed over CONELRAD regarding civil defense official instructions.
11. Following the blast and heat waves of a severe explosion there will be fires. There will be danger from broken electric wiring, broken gas mains, and damaged water pipes. Utilities should be turned off at warning signal. Telephone should not be disconnected.
- a. The time to control a fire is when it starts, while it is small. A wet mop, a rug or blanket, or a bucket of sand may smother the flames at the beginning.
 - b. The school shelter should be placed well away from electric, gas, and water lines so that pupils will not be electrocuted, blown up, overcome by fumes, or drowned in flooding water.
 - c. Consult civil defense officials to learn how to handle incendiary bombs. Should an enemy get control of the air in any locality, incendiary bombs may accompany or be a substitute for atomic attack, since incendiary bombs can effect great destruction and loss of life at more economical cost to the enemy than atomic weapons.
12. The teacher can train pupils to realize the importance of the following axioms of civil defense:
- "Only you can keep yourself from looking toward a bomb burst."
"Only you can take yourself to cover or shelter."
"Only you can keep your hands away from your mouth and eyes."
"Only you can bear thirst instead of drinking contaminated water."
"Only you can set an example as an American by obedience to civil defense instructions, staying in shelter, and making the best of things as they come up."

¹ Home Protection Exercises. Boston, Mass.: City of Boston, January, 1954, p. 22.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

ADOPTION OF REGULATION BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Estimated Average Daily Attendance for School Building Aid Applications. The Superintendent of Public Instruction, acting under the authority of Chapter 19 of Division 3 of the Education Code, particularly Section 7717 thereof, amended Section 2042 of Title 5 of the California Administrative Code by changing subsection (a) (1) thereof, relating to determination of grade enrollment for computation of average daily attendance for school building aid applications, and declared the amended regulation to be an emergency regulation, to read as follows (effective July 28, 1955):

2042 (a) (1). Determine the enrollment of each grade maintained, exclusive of enrollments of physically handicapped and mentally retarded minors in special day classes, nonresident pupils, and adults, from the latest available official monthly report made by the district to the county superintendent of schools having jurisdiction.

APPOINTMENT OF BUREAU CHIEFS, DIVISION OF INSTRUCTION

C. CARSON CONRAD was appointed Chief of the Bureau of Health Education, Physical Education, and Recreation in the Division of Instruction in June, 1955, having served as Acting Chief of the Bureau during 1954-55 following the death of Verne S. Landreth. Mr. Conrad was first appointed to the Department staff in July, 1947, as Consultant in Recreation. At that time he was co-ordinating director of school and municipal recreation for the City of Alhambra. He had previously served for three years as instructor in physical education and assistant director of recreation in Santa Barbara. For two years during World War II, he was director of physical training and athletics for the Army Air Forces Western Flight Training Command. From 1951 to 1953 he was on leave from the Bureau for duty with the Air Force in Bermuda.

Mr. Conrad is a graduate of Santa Barbara State College (now Santa Barbara College, University of California). He has done graduate work at the University of Southern California and holds the Master of Arts degree from Sacramento State College. He has taught at University of Southern California and San Francisco State College.

WILLIAM H. McCREARY, Acting Chief of the Bureau of Guidance in the Division of Instruction during the school year 1954-55, was appointed Chief of the Bureau in June, 1955. Mr. McCreary is a graduate of the University of Colorado and holds the Master of Arts degree with major in guidance from Stanford University. He came to the staff of the Department of Education in February, 1946, from Colorado Agricultural and Mechanical College at Fort Collins, where he was director of placement and student housing, counselor, and assistant professor of education. Since that time he has served as a member of the staff of the Bureau of Guidance.

APPOINTMENT OF SUPERINTENDENT, CALIFORNIA MARITIME ACADEMY

Captain Henry E. Richter, U.S.N. (ret.), took office as Superintendent of the California Maritime Academy on July 1. He was appointed to the position by the Board of Governors of the Academy, of which the Superintendent of Public Instruction, as State Director of Education, is the executive member. Captain Richter comes to California from the national capital, where he has currently been serving as consultant with the Mark Clarke Task Force of the Hoover Commission. He was retired from active duty in the Navy on June 30, 1954, after 30 years of distinguished service.

Captain Richter graduated from the U.S. Naval Academy in 1924. From 1931 to 1933 he did graduate work in mechanical engineering at the Postgraduate School of the Naval Academy and at the University of California. His recent naval assignments include service as member of the faculty of the Industrial College of the Armed Forces; member of the staff of the Joint Chiefs of Staffs; Commanding Officer of the heavy cruiser U.S.S. *Saint Paul*; Commanding Officer of the Recruit Training Command at the Naval Training Center, San Diego; Commander of the L.S.T. Flotilla in the Pacific during World War II; and member of the U.S. Naval Mission to Colombia.

CIVIL SERVICE EXAMINATION FOR CURRICULUM LABORATORY CONSULTANT

The State Personnel Board has scheduled a civil service examination for the position of Curriculum Laboratory Consultant in the Division of Instruction on November 19, 1955. This is a newly established position which will involve supervising the Department's Curriculum Laboratory and providing consultant services to curriculum development committees making use of the laboratory facilities. The person selected will be expected to be familiar with sources of curriculum materials and

with procedures for developing courses of study, teachers' guides, resource units, and other items of similar nature. The salary for the position begins at \$613 monthly and increases in five annual steps to \$745 monthly. Persons interested in further information concerning the requirements for the position or the scheduling of the examination should address inquiries to the California State Personnel Board, 801 Capitol Avenue, Sacramento 14.

DIVISION OF PUBLIC SCHOOL ADMINISTRATION

RONALD W. COX, *Assistant Division Chief*

SAFETY OF SCHOOL BOILERS

In April of 1954, a disastrous explosion of a water-heating boiler occurred in a school in the Modesto area. The boiler was being used to supply heat for a radiant heating system. Investigation of the circumstances brought attention to the fact that apparently it was accepted practice to install boilers for radiant heating systems with insufficient relief valve capacity. The valves were usually only large enough to take care of the thermal expansion of water in the system and, if the burner controls failed and the boiler "ran away" to the point that steam was generated, the safety valves would not relieve the pressure produced under these conditions.

Spot checks were made of heating systems of other schools and state-owned buildings and it was found that many installations had inadequate controls for safe boiler operation. As a result of these investigations, representatives of the Division of Architecture, the Division of Industrial Safety, the Bureau of Hospitals, the Department of Education, and the State Fire Marshal's Office held a series of meetings to draw up a set of minimum standards for boiler control.

While the recommendations were being developed, another boiler explosion occurred in a school in the Shafter area, emphasizing the need for greater safety. Fortunately, except for minor cuts from flying objects, no school children were injured in either explosion, although the buildings were severely damaged.

"Recommended Minimum Controls for Low Pressure Boilers and Heaters" has now been issued in mimeographed form by the Department of Industrial Relations. Copies have been distributed to hospitals, architects and contractors, boiler inspectors, and school districts. It is strongly urged that school administrators make use of these recommendations and have their school heating systems thoroughly checked before the next heating season to make sure that the systems are in compliance with the minimum standards.

School personnel desiring additional copies of the recommendations may request them from the Office of School Planning, State Department

of Education, 721 Capitol Avenue, Sacramento 14, or from the Division of Industrial Safety, Department of Industrial Relations, 965 Mission Street, San Francisco 3.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

RECENT PUBLICATIONS OF THE STATE

DEPARTMENT OF EDUCATION

ROY E. SIMPSON. *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1955: Part I—Principal Apportionment; Part II—Special Purpose Apportionment*. Sacramento 14: California Department of Education, 1955. Pp. xx + 232.

This publication contains the first two parts of the annual report of the Superintendent of Public Instruction on the apportionment of the State School Fund. The Principal Apportionment (September 15, 1954) at each school level is shown as usual in a separate table, by counties; these tables are summarized, by counties, with the apportionments to the county school service funds, in a single table at the beginning of the volume. The Special Purpose Apportionment (December 10, 1954) is also shown by counties. The ten appendixes present data on tax rates and assessed valuations, on the laws relating to apportionment of the State School Fund, and other useful information regarding type and number of school districts, average daily attendance by counties, etc.

Improvement in legibility over similar reports of recent years has resulted from the printing of all the tables from type set by the State Printing Division instead of reproducing the longer tables by photo-offset from machine tabulations. This has also permitted reduction of the page size to 12 by 9 inches.

Copies have been distributed to county, city, and district superintendents of schools, principals of senior and four-year high schools and junior colleges, school business officials, county auditors, and county treasurers. The price per copy is \$3.25, plus sales tax on California orders.

Care and Use of Sucker Rods. Vocational Training Courses, Petroleum Industry Series. Prepared by the Bureau of Industrial Education, California State Department of Education, in co-operation with the Division of Vocational Education of the University of California and the Central Committee on Training, Division of Production, American Petroleum Institute. Approved by the Committee on Research and Education, American Association of Oil Well Drilling Contractors. Sacramento 14: California State Department of Education, 1955. Pp. xii + 72.

This manual presents, in simple form, a course in good operating practices in the use of sucker rods in deep-well petroleum pumping systems. The course has been prepared by the co-operative efforts of many leading representatives of the sucker rod manufacturing industry and of users throughout the United States. The seven chapters are illustrated with 41 photographs and drawings and 11 pages of tables. A list of references and an index are also provided.

Copies of the publication have been distributed to principal users of sucker rods in the petroleum industry. The price is \$1.00 per copy, plus sales tax on California orders.

Special Education Newsletter, Vol. IV, No. 1. Sacramento 14: Bureau of Special Education, Division of Instruction, California State Department of Instruction, May, 1955. Pp. 4.

This is the final issue of the *Special Education Newsletter*, which has been discontinued for lack of funds. It contains an article on use of textbooks in large print for partially seeing children; a summary of the bills affecting special education proposed to the 1955 Legislature; and a list of courses in special education being offered in 1955 California Summer sessions.

Science Instruction in California High Schools. Prepared by the Bureau of Secondary Education, in Co-operation with the Subcommittee on Science Instruction of the California Association of Secondary School Curriculum Co-ordinators. Bulletin of the California State Department of Education, Vol. XXIV, No. 3, July, 1955. Pp. vi + 78.

This bulletin presents information concerning science curriculums and the objectives, methods, and materials of science instruction in high schools throughout California, summarized from annual reports of high school principals made in October, 1953. It is one of the results of a study of science programs as part of a continuing review and appraisal of the total curriculum in California high schools by the Division of Instruction of the State Department of Instruction. Fifteen members of the Subcommittee on Science Instruction of the California Association of Secondary School Curriculum Co-ordinators assisted in the planning of the study, in tabulation and analysis of the data supplied in the October reports, and in selection of the 22 representative course outlines that are reproduced in the publication.

The bulletin has been distributed to county superintendents of schools, to city and district superintendents of high school and junior college districts, and to principals of day high schools.

INTERPRETATIONS OF LAW

APPLICABLE TO SCHOOLS

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINION OF THE CALIFORNIA SUPREME COURT

*Dismissal of State College Teacher for Refusal
to Answer Questions of State Board of Education
Concerning Communist Party Membership*

The California Supreme Court, following a hearing granted after decision by the District Court of Appeal, Third Appellate District, in the case of *Steinmetz v. California State Board of Education*, (121 A.C.A. 192, *California Schools*, XXV (Sept. 1954), 386), denied a writ of mandate to compel reinstatement of the petitioner, who was dismissed from his position as an associate professor at a state college because he refused to answer two questions asked by the State Board of Education as to whether he was or had been a member of the Communist Party. Section 1028.1 of the Government Code, part of a statute commonly called the Luckel Act, pursuant to which the board acted, is not rendered invalid by the fact that it requires an employee to answer questions as to his membership in the Community Party without regard to his knowledge of the nature of the Party. The words "knowing membership" as used in the section refer to a person's knowledge of his membership, not to his knowledge of the character of the organization. (*Steinmetz v. California State Board of Education*, 44 A.C. 863.)

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Proof of Age of Pupils

The authorities of a school district need not accept a Notification of Birth Registration issued by the State Department of Public Health, as distinguished from a Certificate of Birth issued by that Department, as proof that a child is of the minimum age fixed by law for admission to the kindergarten or the first grade. Education Code Section 16006 specifies the documents, including a Certificate of Birth, which are acceptable as proof of age. The Notification of Birth Registration is not a Certificate of Birth; it is not executed under oath and does not conform to Health and Safety Code Sections 10175 through 10179.

In a school district having an average daily attendance of 60,000 or more, the governing board may, pursuant to Education Code Section 16007, prescribe that the Notification of Birth Registration constitutes sufficient proof of minimum age. (AGO 55-98; 26 Ops. Cal. Atty. Gen.)

School Library Fines

The governing board of a school district has authority to assess and collect fines against pupils for failure to return library books on time where the school district library is governed exclusively by Education Code Sections 19051 to 19093. The governing board may not delegate this authority to a school student body organization. The assessments must be levied and collected under proper rule and regulation of the governing board. (AGO 55-52; 25 Ops. Cal. Atty. Gen. 304)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held at Humboldt State College, Arcata, July 21, 22, and 23, 1955.

Approval of Appointments to State Curriculum Commission

The Board approved the reappointment by Superintendent of Public Instruction Roy E. Simpson of Irwin O. Addicott, H. M. McPherson, Jackson Price, and Mrs. La Von H. Whitehouse as members of the State Curriculum Commission for terms ending August 29, 1959.

Appointment of Retirement Investment Board Members

In accordance with Education Code Section 14339, the Board appointed R. G. Mitchell, City Superintendent of Schools, Beverly Hills Unified School District, as a member of the Retirement Investment Board, succeeding Ira C. Landis of Riverside, whose term ends September 14, 1955. The Board reappointed Herbert C. Bergstrom of Martinez for the term ending September 14, 1959.

Adoption of Textbooks in History and Geography

On recommendation of the State Curriculum Commission, the Board adopted the following supplementary textbooks for a period of not less than six years nor more than eight years beginning July 1, 1956, for use in the grades indicated:

GRADE SIX

Exploring American Neighbors, by J. G. Meyer, William H. Gray, and Ralph Hancock, published by Follett Publishing Company, for distribution on the basis of one book for each three pupils

GRADE EIGHT

Our Constitution and What It Means, by William Kottmeyer, published by Webster Publishing Company, for distribution on the basis of one book for each four pupils

Approval of Appointments to Advisory Boards for State Colleges

In accordance with Education Code Sections 20361-20368, the Board confirmed the appointment or reappointment by Director of Education Roy E. Simpson of members of the advisory board for seven state colleges, to serve for terms ending September 30, 1959, unless otherwise indicated.

CHICO STATE COLLEGE ADVISORY BOARD

Walter H. Michael, Willows
Grayson Price, Anglo Bank Building, Chico

FRESNO STATE COLLEGE ADVISORY BOARD

Lesley Einstein, 3850 Huntington Boulevard, Fresno
 W. Leland Swall, Route 4, Box 261, Tulare
 Robert Greelis, 529 Michigan Avenue, Fresno ¹

LONG BEACH STATE COLLEGE ADVISORY BOARD

D. W. Campbell, General Manager, Chamber of Commerce, Long Beach

LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES ²

Mrs. Edith K. Stafford, Member, Los Angeles City Board of Education
 E. M. Stuart, General Manager, The Broadway, Hollywood

SACRAMENTO STATE COLLEGE ADVISORY BOARD

Dalton Feldstein, Manager, Dalton Motors, Inc., Sacramento
 William J. Van Den Berg, M.D., 11th and L Building, Sacramento

SAN DIEGO STATE COLLEGE ADVISORY BOARD

Armistead B. Carter, Bank of America Building, San Diego 1
 Mrs. Harley E. Knox, 4810 Logan Avenue, San Diego 13
 Mrs. Frank E. Marcy, 3910 Henry Street, San Diego 2

SAN FRANCISCO STATE COLLEGE ADVISORY BOARD

Sam Eubanks, Vice President, California Industrial Union Council, 690 Market Street, San Francisco 4
 Adrien Falk, President, S and W Fine Foods, Inc., 155 Berry Street, San Francisco
 Cecil Poole, Assistant District Attorney, County of San Francisco, 550 Montgomery Street, San Francisco

SAN JOSE STATE COLLEGE ADVISORY BOARD

Joseph R. Garner, Vice President, First National Bank, San Jose
 Herschel C. Graham, Manager, F. W. Woolworth Company, San Jose
 E. B. Scott, Business Representative, International Association of Machinists, 45 Santa Teresa, San Jose
 George H. Burchill, Burchill Realty Company, 2235 The Alameda, Santa Clara,¹ for the term ending September 30, 1956, vice Floyd A. Parton, deceased
 Rev. James H. Strayer, Minister, Calvary Methodist Church, San Jose,¹ for vacant term ending September 30, 1958

Reinstatement of Revoked Credentials for Public School Service

The Board approved the applications of the following persons, whose credentials had previously been revoked on the dates shown, for issuance or reinstatement of credentials for public school service as indicated, provided they meet all the academic and course requirements therefor:

Name	Date of previous revocation	Application approved for
Filliponi, Mervyn Leonard.....	October 16, 1953	General Secondary Credential
King, Robin Gay.....	April 16, 1955	General Elementary and Junior High Credentials

¹ New appointment.

² Reappointment concurred in by Los Angeles City Board of Education, in accordance with Section 3, Chapter 86, Statutes of 1949.

Resolution Regarding School Employment of Sex Offenders

The Board adopted the following resolution on July 22, 1955:

RESOLUTION

WHEREAS, The Legislature as well as the State Board of Education has recognized the necessity for promptly removing convicted sex offenders from contact with children in the Public School System, and

WHEREAS, There is now pending before the Supreme Court litigation affecting the procedure under which the credentials, life diplomas and certification documents of persons convicted of sex offenses within the meaning of Education Code Section 12011.5 are revoked and suspended by the State Board of Education; now, therefore, be it

Resolved by the State Board of Education, That pending the outcome of the aforesaid litigation, the attention of each school district governing board is directed to the mandatory provisions of Education Code Sections 12001.3 and 14002.3 [prohibiting employment of persons convicted of sex offenses] and the attention of each county board of education is directed to the mandatory provisions of Education Code Sections 12784 and 12785 [requiring immediate suspension of certificate of person convicted of sex offense].

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, by authority of the Education Code Sections indicated, effective on the dates shown:

Name	Revocation effective	By authority of Education Code Section
Anderson, William Beldon	June 23, 1955	12754
Ball, Jack Henry	May 2, 1955	12754
Beeny, William Wesley	July 21, 1955	12752
Blow, William H.	July 6, 1955	12754
Burris, Edward Claunch	April 28, 1955	12754
Bush, Newell Richard	June 15, 1955	12754
Crosby, Margaret Eileen	June 23, 1955	12754
Karol, Michael Harold, Jr.	April 25, 1955	12754
Kennicott, Arthur Jonathan	June 30, 1955	12754
Mitchell, Milton Vernon	May 31, 1955	12754
Myers, James Conrad	June 7, 1955	12754
Stoker, Earl Rulon	May 26, 1955	12754
Thompson, Harry George	June 9, 1955	12754
Westcott, Albert Goodwin	April 27, 1955	12754

Approval of Proposals for School District Organization

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871 to 4991) and the recommendations of the Division of Public School Administration, the Board approved the following proposals:

Formation of a union elementary school district in El Dorado County—A proposal of the El Dorado County Committee on School District Organization that an election be held in the Buckeye, French Creek, Rescue Union, and Springvale elementary school districts to determine whether the voters wish to form a union elementary school district of these four existing districts

Formation of a unified school district in Humboldt and Trinity counties—A proposal by the augmented Humboldt County Committee on School District Organization that an election be held in the Hoopa Valley Unified School District and the Klamath, Morek, Orleans, Pecwan Union, Trinity Valley Joint Union, and Weitchpec elementary school districts to determine whether the voters in the area wish to form a unified district comprising the territory in these districts, pupils from which currently attend high school at Hoopa. Since part of the territory is located in Trinity County, in the Trinity County High School District, concurrence in the recommendations was obtained from the Trinity County Committee on School District Organizations

Formation of a unified school district in Inyo County—A proposal by the augmented Inyo County Committee on School District Organization that an election be held in the territory now in the Death Valley Union High School District to determine whether the voters in the territory wish to form a unified school district

Formation of a union elementary school district in Madera County—A proposal by the Madera County Committee on School District Organization that an election be held in the Coarsegold and Picayune elementary school districts to determine whether the voters in these districts wish to establish a union elementary school district

Formation of a unified school district in San Bernardino County—A proposal by the San Bernardino County Committee on School District Organization that an election be held in the Fontana Elementary School District to determine whether the voters in this area wish to withdraw from the Chaffey Union High School District and to organize a unified school district to be known as the Fontana Unified School District

Annexation of an elementary school district to a unified school district in Santa Clara County—A proposal of the Santa Clara County Committee on School District Organization that an election be held to determine whether the voters in the Sunol Elementary School District wish their district to be annexed to the San Jose Unified School District

Formation of a unified school district in Siskiyou County—A proposal by the Siskiyou County Committee on School District Organization that an election be held in the area of the Etna Union High School District and in that part of the Siskiyou Joint Union High School District which is served by the Fort Jones High School, i.e., Scott Valley and the lower Salmon River area, to determine whether the voters wish to form a unified school district

Formation of a union elementary school district in Stanislaus County—A proposal by the Stanislaus County Committee on School District Organization that an election be held to determine whether the voters in Paradise and Shiloh elementary school districts wish to form a union elementary district of the two existing districts

Annexation of an elementary school district to a union elementary school district in Yuba County—A proposal by the augmented Yuba County Committee on School District Organization that an election be held to determine whether the voters in Rose Bar Elementary School District wish their district to be annexed to the Foothill Union Elementary School District

Changes in Rules and Regulations

Requirements for Credentials to Teach Exceptional Children. The Board repealed Articles 15, 16, 20, 24, 29, and 58 of Subchapter 2 of Chapter 1, Title 5, California Education Code, consisting of Sections 286-88, 291-93, 311-13, 331-33, 356-58, and 501-503, effective September 15, 1957, and added Article 36, consisting of Section 391-94, as emergency regulations, all relating to the requirements for a credential to

teach exceptional children. The new sections read as follows (effective July 27, 1955):

Article 36. Credential to Teach Exceptional Children

391. *Definitions.* (a) "Exceptional Children" as used in this article means all physically and mentally handicapped minors as defined in Education Code Sections 9601, 9801, 9801.1, and 9801.2.

(b) "Acceptable" as used in this article means accepted for credentialing purposes by the California State Board of Education.

392. *Application.* An applicant for the credential to teach exceptional children shall comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

(a) Possession of a valid regular teaching document of the kindergarten-primary, general elementary, junior high school, or general secondary type, except that an applicant for a credential to teach, in special day classes, exceptional children who are deaf or hard of hearing may substitute for the valid regular teaching document an acceptable bachelor's degree and 10 semester hours of acceptable professional work in education required for a regular general teaching credential.

(b) Completion of 24 semester hours of upper division or graduate work in an acceptable college or university, including coverage of the following general area and any area of specialization in which authorization is sought.

(1) *The general area* shall include each of the following:

(A) Education of exceptional children.

(B) Counseling and guidance for the handicapped.

(C) Speech development or speech correction.

(D) Four semester hours of directed teaching in the area of specialization.

One year of successful full-time teaching experience in the area of specialization may be accepted in lieu of the directed teaching requirement.

An applicant for a credential to teach, in special day classes, exceptional children who are deaf or hard of hearing need not complete (A), (B), and (C) of this general area.

(2) *The areas of specialization* are in teaching the following exceptional children: visually handicapped, deaf or hard of hearing in special day classes, pupils in remedial classes in speech correction and lipreading, mentally retarded, and orthopedically handicapped including the cerebral palsied. Special preparation required in the respective areas of specialization shall include the following:

(A) *Visually Handicapped:*

1. Anatomy and physiology of the eye.

2. Curriculum and methods of teaching the blind.

3. Curriculum and methods of teaching the partially seeing.

4. Social and vocational rehabilitation of the visually handicapped.

5. Vision screening.

6. Additional preparation in any area of specialization to complete 24 semester hours.

(B) *Deaf or Hard of Hearing in Special Day Classes:*

1. Techniques of teaching communicative skills to the deaf, including lipreading and auditory training.

2. Language development for the deaf.

3. Observation and participation in classes for deaf children.

4. Techniques of teaching elementary school subjects to the deaf.

5. Electives selected from at least two of the following areas: audiometry, phonetics, anatomy, and physiology of speech and hearing organs.

6. Additional preparation in any area of specialization to complete 24 semester hours. An applicant who is deaf may substitute for part of requirements (1) and (5) preparation which is considered appropriate by the Department of Education.

(C) *Speech Correction and Lipreading in Remedial Classes:*

1. Advanced speech correction.
2. Lipreading.
3. Aural rehabilitation, including audiometry and hearing conservation.
4. Phonetics.
5. Clinical methods and clinical practice.
6. Additional preparation in any area of specialization to complete 24 semester hours.

(D) *Mentally Retarded:*

1. Curriculum and methods of teaching the mentally retarded.
2. Arts and crafts.
3. Mental deficiency.
4. Additional preparation in any area of specialization to complete 24 semester hours.

(E) *Orthopedically Handicapped Including the Cerebral Palsied:*

1. Curriculum and methods of teaching the orthopedically handicapped.
2. Survey of physical defects.
3. Speech correction for the cerebral palsied.
4. Arts and crafts for the handicapped.
5. Additional preparation in any area of specialization to complete 24 semester hours.

(c) *Credit for Experience.* (1) Credit for successful full-time experience in teaching classes for exceptional children in the area of specialization in which authorization is sought may be allowed at the rate of four semester hours for one year of such experience and shall be applied to the requirements of subsections (b) (1) and (b) (2), in that order.

(2) In order for an applicant to receive such credit, he shall meet the requirements of subsection (a) and shall verify completion of the following preparation applicable to his area of specialization:

(A) *Visually Handicapped:*

1. Anatomy and physiology of the eye.
2. Either curriculum and methods of teaching the blind or curriculum and methods of teaching the partially seeing.

(B) *Deaf or Hand of Hearing in Special Day Classes:*

1. Techniques of teaching communicative skills to the deaf, including lipreading and auditory training.
2. Language development for the deaf.

(C) *Speech Correction and Lipreading in Remedial Classes:*

1. Advanced speech correction.
2. Lipreading.

(D) *Mentally Retarded:*

1. Curriculum and methods of teaching the mentally retarded.
2. Arts and crafts.

(E) *Orthopedically Handicapped Including the Cerebral Palsied:*

1. Curriculum and methods of teaching the orthopedically handicapped.
2. Survey of physical defects.

(d) *Postponement of Requirements.* An initial credential valid for two years may be issued on the basis of postponed requirements to an applicant who meets the requirements in subsection (a) if he:

(1) Has completed the preparation for his area of specialization outlined in subsection (c), or

(2) Has had one year or more of successful full-time experience in teaching classes for exceptional children in the area of specialization in which authorization is sought. Such an applicant may be allowed toward the 24 semester hours specified in subsection (b) a maximum of 18 semester hours of credit for such experience gained prior to the granting of the initial credential to teach exception children, the allowance to be at the rate of four semester hours of credit for each year of such experience.

A credential to teach exceptional children granted on the basis of postponement of requirements may be renewed for two-year periods if the applicant's training includes the work for his area of specialization set forth in subsection (c) and if he has completed, during the life of the credential, six or more semester hours of acceptable preparation toward fulfillment of the requirements of subsections (b) (2) and (b) (1), in that order.

393. *Authorization for Service.* The credential to teach exceptional children authorizes the holder to serve as a teacher of exceptional children in special day classes or remedial classes in elementary and secondary schools in the area or areas of specialization named in the credential.

394. *Term.* The credential to teach exceptional children may be issued for a period corresponding to the term of the valid regular basic teaching document held, except that when such document is an unlimited credential or a life diploma the initial credential to teach exceptional children may be issued for a period of five years and may be renewed for periods of five years.

The initial credential to teach, in special day classes, exceptional children who are deaf or hard of hearing will be granted for a two-year period when the applicant does not hold a valid regular teaching document specified in Section 392(a).

Provisional Credentials. The Board amended Subchapter 3 of Chapter 1 of Title 5, California Administrative Code, consisting of Sections 600-660, inclusive, relating to provisional credentials for public school service, to read as follows (effective September 7, 1955):

SUBCHAPTER 3. PROVISIONAL CREDENTIALS FOR PUBLIC SCHOOL SERVICE

Article 1. General Provisions

600. *Legal Authority for Provisional Credentials.* Any applicant for a credential who does not qualify for a regular credential may, except as provided herein, secure a provisional credential by complying with the standards and procedures set forth in this subchapter and established pursuant to provisions of Education Code Sections 12060 through 12062 as added, and Section 12400.1 as amended, by Chapter 1372, Statutes of 1953.

601. *Definitions.* (a) "*Provisional Credential.*" The term "provisional credential" as used in this subchapter, except Article 6 hereof, means a provisional credential issued after July 1, 1954, pursuant to Education Code Sections 12060 through 12062 as added, or Section 12400.1 as amended, by Chapter 1372, Statutes of 1953.

(b) "*Regular Credential.*" The term "regular credential" as used in this subchapter means any credential granted pursuant to Subchapter 2 of Chapter 1 of Title 5 of this code.

602. *Credentials Which May be Issued as Provisional Credentials.* Any credential listed in this section may be issued as a provisional credential to an applicant who qualifies under the provisions of this subchapter when in the judgment of the Commission of Credentials a qualified, regularly certificated person is not available for the school service authorized by the credential. A provisional credential for full-time service, other than a credential issued under subsection (b) or (c) of Section 620, 621, or 622, shall be renewed upon the conditions hereinafter set forth regardless of whether a qualified, regularly certificated person is available for the school service authorized by the credential.

(a) For full-time service

- (1) General Elementary Credential
- (2) General Secondary Credential
- (3) Special Secondary Credential for Teaching the Mentally Retarded

- (4) Child Welfare and Supervision of Attendance Credential
- (5) Health and Development Credential
- (b) For substitute and/or part-time teaching service only
 - (1) General Elementary Credential
 - (2) General Secondary Credential
 - (3) Special Secondary Credential for Teaching the Mentally Retarded
 - (4) Health and Development Credential

603. *Service Authorized by Provisional Credentials.* A provisional credential shall authorize the same service as a regular credential of the same type unless otherwise specified by this subchapter. Any limitation shall be indicated on the credential.

604. *Date of Issuance of Initial Provisional Credentials.* (a) An initial provisional credential issued upon an application made through a county superintendent of schools or the head of a state agency shall bear the date of the filing of the application with the office of the county superintendent of schools or the head of the state agency, if the applicant was eligible for the credential as of that date, and if the application was filed on or after July 1, 1955.

(b) An initial provisional credential issued upon an application submitted by the applicant directly to the Commission of Credentials shall bear the date the application was filed, if the applicant was eligible for the credential as of that date, and if the application was so filed on or after July 1, 1955.

605. *Term and Expiration Date of Provisional Credentials.* (a) *Initial Provisional Credential for Full-time Service.* A provisional credential for full-time service initially granted after July 1, 1954, unless issued under subsection (c) of Section 620 or 621, shall be valid until November 30 of the calendar year following the year of issuance. A credential issued under subsection (c) of Section 620 or 621 shall be valid for the school year and expire on June 30.

(b) *Substitute and/or Part-time Provisional Credentials.* A provisional credential for substitute and/or part-time service shall be valid for the school year and expire on June 30. Such a credential cannot be renewed but may be reissued.

(c) *Renewed Provisional Credentials for Full-time Service.* A provisional credential for full-time service issued under:

(1) Any provision of this subchapter other than those listed in (2) and (3) of this subsection (c) shall be renewed for two-year periods and shall expire on November 30;

(2) Subsection (b) of Section 620 or 621, or subsection (b) or (c) of Section 622 shall be renewed for one-year periods only and expire on November 30;

(3) Subsection (c) of Section 620 or 621 may not be renewed, but a new credential of the same type may be issued which shall be valid for a school year and expire on June 30.

Article 2. Procedures and Standards Applicable to All Provisional Credentials for Full-time Service Issued After July 1, 1954, Except Credentials Described in Article 5

608. *Routing and submission of Application.* (a) *Application for Initial Provisional Credential or Reissuance.* An applicant for an initial provisional credential or for reissuance of a provisional credential shall deliver his application to the county superintendent of schools having jurisdiction over the district in which, or through the head of the state agency under which, the applicant expects to serve.

(b) *Application for Renewal.* An application for renewal shall be submitted either through the office of a county superintendent of schools or directly by the applicant to the Commission of Credentials.

(c) *Submission to Commission of Credentials.* A county superintendent of schools or the head of a state agency shall submit each completed application filed with him to the Commission of Credentials, State Department of Education, 721 Capitol Avenue, Sacramento 14, California.

609. *Delivery of Credential.* When the Commission of Credentials issues a credential on an application made through the office of a county superintendent

of schools or a state agency, the Commission shall transmit the credential, together with the transcript and other materials submitted by the applicant which are not retained by the Commission, to the county superintendent of schools or the state agency for delivery to the applicant. The Commission shall notify the applicant of its action.

610. *Documents to Accompany an Application for Any Provisional Credential.* Each application for a provisional credential or the renewal of such a credential shall include the following documents:

(a) An application (Form No. 41-4 Rev.) subscribed and sworn to before a notary public or any other person authorized to administer an oath.

(b) A health certificate (Form No. 41-3) signed by a physician licensed by any state to practice medicine and surgery.

(c) A fee of \$4 in the form of a money order, cashier's check, or certified check.

(d) Two personal identification cards as provided in Section 200.1 of this title, unless acceptable cards have been submitted with a previous application.

611. *Initial Provisional Credential for Full-time Service.* (a) *Application.* An application for an initial provisional credential for full-time service shall include the following items in addition to those listed in Section 610:

(1) Original letters verifying teaching experience, if any.

(2) Official transcripts of record listing all college and university courses completed.

(3) A statement of intent signed by the applicant worded as follows:

"I hereby certify that I will embark upon a program of study in a college or university approved for teacher education by the California State Board of Education which program leads to a baccalaureate degree and/or a regular credential authorizing day school service in the public schools of California."

This statement of intent need not be filed by an applicant who applies for a provisional credential under subsection (c) of Section 620 or 621.

(4) A statement of need signed by the county superintendent of schools, or by the superintendent of schools of the district and approved by the county superintendent of schools, or by the head of the state agency concerned, as the case may be, through whom the application is submitted. Such statement shall indicate that no qualified, regularly certificated applicant of the type needed is available and that the applicant, if granted the provisional credential applied for, will be employed in a specified position. The superintendent of schools of the district or the county superintendent of schools or the head of the state agency shall further state that he has communicated with the placement bureaus of the leading educational institutions of the State and that they have informed him that a regularly certificated, qualified applicant of the type needed is not available.

(b) *Limitation of Service.* The initial provisional credential for full-time service shall be limited to service in the district, county, or state agency which requested the issuance of the credential.

612. *United States Constitution Requirement.* As a condition of the first renewal of a provisional general elementary or a provisional general secondary credential, the applicant shall present official verification of the completion of the requirement of Education Code Section 12126 (requirement on United States Constitution) unless the completion of this requirement was officially verified before the initial provisional credential was granted.

613. *Renewal of Provisional Credentials for Full-time Service.* (a) *No Limitation of Service.* A provisional credential for full-time service when renewed for a period of two years shall not be limited to service in any particular district, county, or state agency.

(b) *First Renewal.* Except for a credential issued to an applicant listed in subsection (d) or (e) of this section, a provisional credential for full-time service shall be renewed the first time if the applicant, in addition to the documents listed in Section 610, submits one of the following:

(1) An official statement (Form No. 41-27) from an approved teacher education institution that the applicant has entered upon a program of studies in the institution leading to a bachelor's degree and/or a regular credential which authorizes day school service in the public schools of California and that, pursuant to such program, the applicant has completed six semester hours of work with a grade of C or better on a five-point scale during the life of the credential to be renewed.

(2) Official verification of one year of successful teaching experience during the life of the credential to be renewed if the applicant prior to the granting of the initial provisional credential has completed all requirements for a regular credential except directed teaching.

(c) *Second and Subsequent Renewals.* Except for a credential issued to an applicant listed in subsection (d) or (e) of this section, a provisional credential for full-time service initially granted after July 1, 1954, may be renewed the second and subsequent times if the holder submits an official statement from an approved teacher education institution to the effect that:

(1) The applicant has entered upon a program of studies in the institution leading to a bachelor's degree and/or a regular credential which authorizes regular day school service in the public schools of California and that pursuant to that program the applicant has completed, during the life of the credential, 12 semester hours of work acceptable to the institution, and

(2) The applicant either has been evaluated for fitness or is subject to evaluation, as the case may be, as provided in Article 4 of Group 3 of Subchapter 4 of Chapter 1 of this title (Sections 933 ff.) if the applicant is a student in a state college of California; or that the applicant either has been evaluated for fitness by, or is subject to the regular evaluation procedure of, as the case may be, any other institution in which the applicant is a student.

(d) *First Renewal and Subsequent Renewals for Applicants with a Bachelor's Degree.* If an applicant held an acceptable bachelor's degree when he applied for his provisional credential for full-time service initially granted after July 1, 1954, his initial provisional credential for full-time service may be renewed for the first and subsequent times upon such conditions as the Commission of Credentials may specify in the particular case.

(e) *First Renewal and Subsequent Renewals of Provisional Credentials Issued Under Subsection (b) of Section 620 or 621 or Subsection (b) or (c) of Section 622.* This subsection applies only to a provisional credential granted under subsection (b) of Section 620 or 621, or subsection (b) or (c) of Section 622.

(1) *Renewal Requirements.* A provisional credential so granted may be renewed for the first and subsequent times if the holder submits both of the following documents:

(A) Official verification (Form No. 41-27) that during the life of the credential to be renewed the holder completed six semester hours of work acceptable toward a bachelor's degree and/or a regular credential in an approved teacher education institution.

(B) A statement of need as set forth in Section 611(a)(4).

(2) *Limitation of Service.* A credential issued on this basis and all renewals thereof shall be limited to service in the district, county, or state agency requesting the issuance of the credential. When the holder of a provisional credential granted on this basis completes the then current minimum academic requirements for an initial provisional credential under subsection (a) of Section 620, 621, or 622, as the case may be, he may make application for a new initial provisional credential on that basis.

(f) *Failure to Meet Renewal Requirements.* In the event the holder of a provisional credential fails to meet the renewal requirements set forth in this section because of illness of the applicant or his immediate family, military service, or other serious reason, he may petition the Commission of Credentials for a new provisional credential. The issuance thereof shall be within the discretion of the Commission of Credentials after it has given due consideration to the circumstances set forth in the petition.

Article 3. Additional Requirements for Designated Types of
Provisional Credentials

620. *General Elementary Credential.* In addition to meeting the requirements set forth in Article 2 of this subchapter, an applicant for an initial general elementary provisional credential shall qualify upon *one* of the following bases:

(a) *Academic Work.* Submission of official transcript verifying the completion of 60 semester hours of college work with a grade of C or better, on a five-point scale, taken through an approved educational institution.

(b) *Teaching Experience in California Schools.* Submission of both of the following documents:

(1) Verification of one year of successful teaching experience in the public elementary schools of California on an emergency general elementary, an emergency kindergarten-primary, or on an emergency special secondary credential, if the applicant held one of such types of emergency credential during the 1953-54 school year.

(2) Official transcript verifying all college work completed prior to the date of application.

(c) *Petition of County Board of Education.* Submission by a county board of education, on behalf of an applicant who cannot qualify under subsection (a) or (b) of this section, of a petition signed by at least four members of the board on or after August 1 of any year stating that such board will not be able to staff its schools during that school year without the services of the applicant. The Commission of Credentials may at its discretion grant or refuse to grant a credential upon such a petition.

621. *General Secondary Credential.* In addition to meeting the requirements set forth in Article 2 of this subchapter, an applicant for the initial provisional general secondary credential shall qualify upon *one* of the following bases:

(a) *Academic Work.* Submission of an official transcript verifying the applicant's possession of an acceptable bachelor's degree from an approved educational institution.

(b) *Teaching Experience in California Schools.* Submission of both of the following documents:

(1) Verification of one year of successful teaching experience in the public secondary schools of California on an emergency general secondary credential or an emergency special secondary credential, if the applicant held one of such types of emergency credential during the 1953-54 school year.

(2) Official transcript verifying all college work completed prior to the date of application.

(c) *Petition of County Board of Education.* Submission by a county board of education, on behalf of an applicant who cannot qualify under subsection (a) or (b) hereof, of a petition signed by at least four members of the board on or after August 1 stating that such board will not be able to staff its schools during that school year without the services of the applicant. The Commission of Credentials may at its discretion grant or refuse to grant a credential upon such a petition.

622. *Special Secondary Credential for Teaching the Mentally Retarded.* In addition to meeting the requirements set forth in Article 2 of this subchapter, an applicant for the provisional special secondary credential for teaching the mentally retarded shall qualify upon *one* of the following bases:

(a) *Basic Credential.* An applicant who holds a valid regular teaching credential authorizing general teaching service qualifies for an initial provisional special secondary credential for teaching the mentally retarded.

(b) *Teaching Experience in California Schools.* An applicant who verifies one year of successful teaching experience in California on an emergency special secondary credential for teaching the mentally retarded and who held such an emergency credential during the 1953-54 school year qualifies for an initial provisional special secondary credential for teaching the mentally retarded upon submission of an official transcript verifying all college work completed prior to the date of application for the credential.

(c) *Minimum Academic Requirements.* In the event an applicant cannot qualify under (a) or (b) of this section, he may qualify as follows:

(1) *Elementary Level.* An applicant applying for an initial special secondary credential for teaching the mentally retarded who will teach in the elementary grades only shall verify by official transcript the completion of 60 semester hours of college work with a grade of C or better, on a five-point scale, taken through an approved educational institution.

(2) *Secondary Level.* An applicant applying for an initial special secondary credential for teaching the mentally retarded who will teach on the secondary level only shall verify by official transcript the possession of an acceptable bachelor's degree from an approved educational institution.

623. *Child Welfare and Supervision of Attendance Credential.* In addition to meeting the requirements of Article 2 of this subchapter, an applicant for an initial provisional child welfare and supervision of attendance credential shall meet all of the following requirements:

(a) Possess a bachelor's degree granted by an institution approved for credentialing purposes by the California State Board of Education.

(b) Hold a valid regular basic general teaching credential or life diploma of elementary or secondary grade.

(c) Verify one year of successful teaching experience in the public schools in the United States.

(d) Verify by official transcript the completion of one-half of the additional course work required by subsection (c) of Section 406 of this title for the regular child welfare and supervision of attendance credential.

624. *Health and Development Credential.* In addition to meeting the requirements of Article 2 of this subchapter, an applicant for an initial provisional health and development credential shall hold a valid license issued by the California state board or agency authorized to regulate the applicant's profession in California, except that for the health and development credential to serve as school nurse a statement of eligibility from the Board of Nurse Examiners shall be accepted in lieu of a California license.

Article 4. Provisional Credentials for Substitute and/or Part-time Teaching Service Only

636. *Definition.* For the purposes of this section, the term "part-time teaching service" means teaching service not to exceed an average of 15 clock hours per week during the school year.

637. *Requirements.* An applicant for a provisional credential for substitute and/or part-time teaching service only shall meet the requirements for an initial full-time provisional teaching credential but need not complete course work for reissuance.

638. *Limitation of Service.* Service under a provisional credential for substitute and/or part-time teaching service only shall be limited to the county through which the application is filed.

Article 5. Provisional Credentials Authorized Before July 1, 1954

660. *Continuing Validity of Provisional Credentials Issued Before July 1, 1954.* Provisional general elementary credentials and provisional kindergarten-primary credentials granted before July 1, 1954, under the provisions of former Education Code Sections 12130.1 and 12131.2, will remain valid for the full time and carry the full authorization for which they were granted. These credentials may be renewed for periods of two years if the holder, during the life of the credentials to be renewed, has completed not less than 12 semester hours of work with a grade of C or better, on a five-point scale, in a teacher education institution approved for credentialing purposes by the California State Board of Education.

Such a provisional credential may be renewed only if the holder files with the Commission of Credentials a statement (Form No. 41-27), countersigned by a representative of an approved teacher education institution, that he has embarked upon a program leading to a bachelor's degree and a regular credential.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56

The calendar of educational meetings and events for the current school year which is maintained in the office of the Superintendent of Public Instruction is published in *California Schools* to provide a convenient reference for those who desire to arrange or to attend educational meetings.

Effort is made to include in the calendar all events of state-wide or regional significance in the field of education. Dates of holidays or anniversaries regularly observed in California public schools are also listed. Information about meetings has been supplied by the organizations concerned. Questions regarding the calendar, and correspondence regarding corrections or additions, should be addressed to the Superintendent of Public Instruction.¹

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56

<i>Dates—1955</i>	<i>Organization and Event</i>	<i>Place</i>
September 5	Labor Day	
September 9	Admission Day	
September 12-15	California Congress of Parents and Teachers, Advisory Board Meeting	Bellevue Hotel, San Francisco
September 16-18	California Teachers Association, Northern Section, Leadership Training Conference	Brockway, Lake Tahoe
September 17	Constitution Day	
September 23-24	California Association of Secondary School Administrators, Representative Council Meeting	Sacramento
September 23-24	California Elementary School Administrators Association, Executive Board Meeting	Bellevue Hotel, San Francisco
September 30-October 1	Governor's Conference on Education	Sacramento
September 30-October 2	California Teachers Association, Southern Section, Leadership Training Conference	Camp Seeley
October 6-8	State Board of Education	San Francisco
October 7-8	California Junior College Association, Conference on General Education	Bakersfield Inn
October 7-9	California Teachers Association, Central Coast Section, Leadership Training Conference	Asilomar

¹ In order to be printed in a particular issue of *California Schools*, information for the calendar must reach the editor before the first day of the preceding month. In case an event is listed before the place of meeting has been determined, supplementary information can be printed in a subsequent issue.

CALENDAR OF EDUCATIONAL MEETINGS
AND EVENTS, 1955-56—Continued

<i>Dates—1955</i>	<i>Organization and Event</i>	<i>Place</i>
October 8	Southern California Association of Continuation Education, Fall Meeting	E. R. Snyder Continuation High School, San Diego
October 8-9	California Association for Health, Physical Education, and Recreation, Executive Committee Meeting	Fresno
October 8-9	Delta Kappa Gamma Society, Executive Board Meeting	Miramar Hotel, Santa Monica
October 8-17	Future Farmers of American, National Convention	Kansas City, Missouri
October 9-12	County and Rural Area Superintendents, a Division of the Department of Rural Education, National Education Association, Tenth National Conference	San Diego
October 12	Columbus Day	
October 14-15	Articulation Committees of the University of California, State Colleges, Junior Colleges, and High Schools	Berkeley
October 14-16	California Teachers Association, North Coast Section, Leadership Training Conference	Benbow
October 15	California Aviation Education Association, Board of Directors Meeting	Reedley
October 15	California Speech Therapy Association, Southern Section	University of Southern California, Los Angeles
October 15	Elementary School Science Association, Northern Section, Fall Meeting	Santa Rosa
October 15	Conference for Teachers of Cerebral Palsied Children in Northern California	Charles A. Whitton Elementary School, Oakland
October 15-16	California Home Economics Association, State Board Meeting	Los Angeles
October 19-21	Annual Conference of California, County, City, and District Superintendents of Schools, called by the Superintendent of Public Instruction, <i>in conjunction with</i> California Association of School Administrators, Annual Convention	San Diego
October 20-22	California School Boards Association	Coronado
October 21-22	Audio Visual Education Association of California, Northern Section	Redding

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56—Continued

<i>Dates—1955</i>	<i>Organization and Event</i>	<i>Place</i>
October 21-23	California Elementary School Administrators Association, Southern Section, Leadership Training Conference	Big Bear
October 21-23	California Teachers Association, Bay Section, Leadership Training Conference	Asilomar
October 22	California Educational Research and Guidance Association, Fall Conference	University of California, Los Angeles
October 22	Northern California Guidance Association, Fall Conference	
October 24	United Nations Day	
October 25-27	California Junior College Association, Annual Fall Conference	Rickey's Studio Inn, Palo Alto
October 25-28	Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, called by the Superintendent of Public Instruction, <i>in conjunction with</i> California Association of Supervisors of Child Welfare and Attendance, State Conference, and California School Supervisors Association, Annual Conference	Long Beach
October 26-29	California Association of Adult Education Administrators, Annual Fall Conference	Bakersfield
October 26-29	California Library Association, Annual Conference	San Jose
October 28-29	Audio-Visual Education Association of California, Southern Section	Long Beach
October 28-30	California Association of Future Homemakers of America, State Meeting	Asilomar
October 29	California Business Education Association, State Council Meeting	Bakersfield Inn
October 29	California Council for Adult Education, Annual Fall Conference	Bakersfield
November 3-4	Work Conference on Psychology in Cerebral Palsy, presented by University of California Graduate Medical Extension, sponsored by Cerebral Palsy Program, Department of Pediatrics, University of California School of Medicine, California State De-	University of California Medical Center, San Francisco

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56—Continued

<i>Dates—1955</i>	<i>Organization and Event</i>	<i>Place</i>
	partment of Education, California Society for Crippled Children and Adults, Inc., and United Cerebral Palsy of Northern California, Inc.	
November 3-5	California Council on Teacher Education	Hacienda Motel, Fresno
November 4-5	Seventh Annual Conference on Educational Research, sponsored by the State Advisory Council on Educational Research and the California Teachers Association	Mar Monte Hotel, Santa Barbara
November 4-6	California Teachers Association, Central Section, Leadership Training Conference	Asilomar
November 6-12	American Education Week	
November 11	Veterans' Day	
November 11-12	Western College Association, Fall Meeting	Sir Francis Drake Hotel and University of San Francisco, San Francisco
November 11-12	Council for Teacher Education in Home Economics in California	Fresno
November 14-16	California Association of County School Superintendents	Sacramento
November 14-17	California Congress of Parents and Teachers, Advisory Board Meeting	Statler Hotel, Los Angeles
November 16-19	California Speech Therapy Association, held in conjunction with meeting of American Speech and Hearing Association	Statler Hotel, Los Angeles
November 19	California Elementary School Administrators Association, Southern Section	Santa Barbara
November 19	Northern California Association of Continuation Education, Administrators Planning Meeting	San Francisco
November 24	Thanksgiving	
November 28- December 1	White House Conference on Education	Washington, D. C.
December 3	California Elementary School Administrators Association, Southern Section	Oceanside
December 9-10	California Teachers Association, State Council of Education	Ambassador Hotel, Los Angeles
December 25	Christmas Day	

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56—Continued

<i>Dates—1956</i>	<i>Organization and Event</i>	<i>Place</i>
January 1	New Year's Day	
January 3-5	State Board of Education	Los Angeles
January 7-8	California Association for Health, Physical Education, and Recreation, Executive Committee Meeting	Berkeley
January 9-12	California Congress of Parents and Teachers, Advisory Board Meeting	Bellevue Hotel, San Francisco
January 21	California Council for Continuation Education, Annual Conference	Fresno
February 2-4	Audio-Visual Education Association of California, Annual Conference	Sacramento
February 12	Lincoln's Birthday	
February 15	Susan B. Anthony Day	
February 18	California Elementary School Administrators Association, Southern Section	Montebello
February 18	California Speech Therapy Association, Southern Section	Culver City Schools
February 22	Washington's Birthday	
February 24-25	Western Radio and Television Association, Ninth Annual Conference	San Francisco State College, San Francisco
March 3-4	California Association for Childhood Education, Thirty-first Annual Study Conference	Fresno
March 7	Conservation, Bird, and Arbor Day	
March 7-14	California Conservation Week	
March 8-10	State Board of Education	San Jose
March 12-15	California Congress of Parents and Teachers, Advisory Board Meeting	Statler Hotel, Los Angeles
March 16-17	California Industrial Education Association, Executive Council Meeting and Annual Convention	Bakersfield
March 23	California Association for Health, Physical Education, and Recreation, Executive Committee Meeting	Sacramento
March 23-25	California Association of Secondary School Curriculum Coordinators, Annual Conference	San Diego

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56—Continued

<i>Dates—1956</i>	<i>Organization and Event</i>	<i>Place</i>
March 23-25	California Home Economics Association, State Board and Council Meeting	Claremont Hotel, Berkeley
March 24-27	California Association for Health, Physical Education, and Recreation, Annual State Convention	Sacramento
March 25	California Association of Distributive Educators	Sheraton-Palace Hotel, San Francisco
March 25	California Association of Secondary School Administrators, Representative Council Meeting	San Diego
March 25	California Business Education Association, State Council Meeting	Sheraton-Palace Hotel, San Francisco
March 25-27	California Business Education Association, State Convention	Sheraton-Palace Hotel, San Francisco
March 25-28	Annual Conference of Elementary School Principals and District Superintendents, called by the Superintendent of Public Instruction, <i>in conjunction with</i> California Elementary School Administrators Association, Annual State Conference	Statler Hotel, Los Angeles
March 25-28	Annual Conference of Secondary School Administrators, called by the Superintendent of Public Instruction, <i>in conjunction with</i> California Association of Secondary School Administrators, Annual Conference	San Diego
March 25-28	California Music Educators' Association, State Meeting	
April 1	Easter Sunday	
April 5-7	California Council on Teacher Education	Mar Monte Hotel, Santa Barbara
April 11-14	California Association of Public School Business Officials	Sheraton-Palace Hotel, San Francisco
April 13-14	California Teachers Association, State Council of Education	San Francisco area
April 14	California Aviation Education Association, Spring Conference	San Francisco Airport
April 20-21	California Council of Personnel Associations	San Joaquin Valley
April 21	Northern California Association of Continuation Education, Spring Conference	Richmond
April 23-28	Public Schools Week	

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955-56—Continued

<i>Dates—1956</i>	<i>Organization and Event</i>	<i>Place</i>
April 27-28	California Council of Personnel Association	Southern California
May 3	California Elementary School Administrators Association, Southern Section	Palos Verdes
May 4-5	California Council of Personnel Associations	Northern California
May 4-5	California State Federation of International Council for Exceptional Children, State Convention	Bakersfield
May 5	California Speech Therapy Association, Southern Section	University of California, Santa Barbara College, Goleta
May 5	Southern California Association of Continuation Education, Spring Meeting	Statler Hotel, Los Angeles
May 5-6	Delta Kappa Gamma Society, State Convention	Huntington-Sheraton Hotel, Pasadena
May 6-8	California Congress of Parents and Teachers, Board of Managers Meeting	Sacramento
May 9-11	California Congress of Parents and Teachers, State Convention	Sacramento
May 24-26	State Board of Education	
May 30	Memorial Day	
June 14	Flag Day	
June 18-22	California Agricultural Teacher Association, 37th Annual State Conference	California State Polytechnic College, San Luis Obispo
July 4	Independence Day	
July 12-14	State Board of Education	San Luis Obispo
September 13-15	State Board of Education	Chico

NATIONAL POETRY ASSOCIATION PUBLICATIONS

The National High School Poetry Association publishes annual regional anthologies of prose and poetry written by high school students in the United States, Alaska, Canal Zone, and Hawaii, and national anthologies of poetry written by college students or by teachers. Information about the submission of manuscripts and closing dates of each publication can be obtained from Dennis Hartman, Secretary of the Association, 3210 Selby Avenue, Los Angeles 34, California.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

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- BAUER, RONALD C. *Cases in College Administration, with Suggestions for Their Preparation and Use.* New York 27: Bureau of Publications, Teachers College, Columbia University (2960 Broadway), 1955. Pp. x + 214.
- BENT, RUDYARD K., and KRONENBERG, HENRY H. *Principles of Secondary Education.* New York 36: McGraw-Hill Book Co., Inc., 1955 (third edition). Pp. xiv + 542.
- California School Administrators' and Special Services Personnel Salaries for 1954-55.* Bulletin No. 81. San Francisco 2: California Teachers Association (693 Sutter St.), April, 1955. Pp. 72 (reproduced from typewritten copy).
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- Education in a Free World.* A Report of the Nineteenth Educational Conference, New York City, October 28-29, 1954. Edited by Arthur E. Traxler. Washington 6: American Council on Education, 1955. Pp. viii + 164.
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